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ABSTRACT

This study guide is designed as an aid to individuals taking the Georgia Teacher Certification Test (TCT) in home economics. Statements of course objectives highlight areas in which the student should be knowledgeable: (1) individual development and social and family relationships; (2) clothing, textiles, and care of fabrics; (3) nutrition; (4) housing; and (5) consumer education. Bibliographies of suggested readings on each of these topics are included. (JD)

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STUDY GUIDE FOR TCT IN HOME ECONOMICS

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position or policy.

National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information,
contact:

Performance-Based Certification
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Georgia Department of Education

Charles McDaniel, State Superintendent of Schools

The Home Economics test was developed by the National Evaluation Systems, Inc. and home economics educators in the State of Georgia. A number of those educators volunteered their time to develop the enclosed list of references to assist examinees in their preparation for the test.

The following served as members of the committee:

NAME

Dorothy B. Conteh, Chairperson	Ft. Valley State College	Child Development
Dolorie Adams	Ft. Valley State College	Foods and Nutrition
Grace Calloway	Georgia College	Home Economics Education
Kathy Carlan	Etowah High School	Consumer and Homemaking
Lillian Cole	Etowah High School	Consumer and Homemaking
Mary Jim Combs	University of Georgia	Teacher Educator
Barbara Crockett	Ft. Valley State College	Child Development
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Sharon Hunt	Ft. Valley State College	Foods and Nutrition
Linda D. Johnson	Ft. Valley State College	Foods and Nutrition
Diane Keys	Macon Tech	Consumer Education
Vivian Mason	Ft. Valley State College	Textiles and Clothing
Gladyce C. Sampson	Ft. Valley State College	Teacher Educator
Frances King	Georgia Department of Education	Home Economics Education

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May, 1983

Study Guide for TCT in Home Economics
Georgia Teacher Certification Testing Program
Field 08: Home Economics

Introduction

The suggested references which are keyed to the subarea headings of the published objectives of the Georgia Teacher Certification Test (TCT) in Home Economics should be helpful to educators preparing to take the test. Many suggested readings have been listed for each subarea. The listing of numerous readings does not mean that all are needed to grasp a particular concept or meet a given objective in that subarea. Most of these references are used in one or more of the state approved Home Economics programs in Georgia colleges/universities. Some of the references are high school level texts. These have been marked with an asterisk (*) for your convenience. You may find these more accessible in your community than the college texts. There are also many other excellent readings which are not listed due to limited space.

If you are taking the TCT in Home Economics for the first time and have completed your home economics coursework, you may wish to review for the test by utilizing a more general text. Several general texts are listed below for that purpose.

- Parker, Frances J. Home Economics. New York: Macmillan Publishing Co., 1980.
- Parnell, Frances Baynor. Homemaking Skills for Everyday Living. South Holland: The Goodyear-Wilcox Co., Inc., 1981.
- Quigley, Ellen E. Introduction to Home Economics, 2nd ed. New York: Macmillan Publishing Co.

If you feel you are weak in one of the subareas, or if you have already taken the test and have not done well in one or more subareas, refer to the list under those specific subareas for more specialized study.

Examinees wanting specific help with test-taking skills should ask for assistance from their college/university counseling center and/or refer to one or more of the references listed below:

Flippo, R. F., Testwiseness. Rehoboth, MA: Twin Oaks Publishing, 1983.

Millman, J., & Pauk, W. How to Take Tests. New York: McGraw Hill, 1969.

Pauk, W. How to Study in College (2nd ed.). Boston: Houghton Mifflin, 1974.

Preston, R. C., & Botel, M. How to Study. Chicago: SRA, 1974.

Raygor, A. L., & Wark, D. M. Systems for Study. New York: McGraw Hill, 1970.

I. Individual Development Objectives:

Identify the influence of heredity and environment upon individual development.

Determine the effects of physical changes during various stages of body and motor development on accompanying emotional, social, or familial behavior.

Identify factors influencing the course of mental development either positively (such as intelligence, learning opportunities, amount of guidance) or negatively (such as mental or physical illness).

Identify guidelines for establishing good mental health, efficient study habits, and informed use of alcohol and drugs.

Identify the effects of cultural, social, physical, and mental factors on emotional development.

Identify the ways in which social acceptance, or relations with peers, family, or adults influences personality development.

Recognize the effects of levels of social development on dating, readiness for marriage, and decisions related to marriage.

Identify qualities that contribute to family unity, friendships with peers, or good citizenship.

Identify causes of deterioration in interpersonal relationships.

Identify effects of societal laws, customs, beliefs, and attitudes on interpersonal relationships.

Identify changes in familial roles, relationships, satisfactions, problems, and adjustments during each stage in the life cycle.

Identify and analyze the effects on the family as a whole and on the husband or wife when both are employed outside the home.

Analyze the effects of having only one parent on the roles, responsibilities, or relationships of family members.

Identify decisions, problems, and possible solutions involved in a life-style as a single person.

Identify the ways in which family values and goals affect the decisions and responsibilities of the parents of the family.

Identify the steps involved in marriage preparation as they relate to the cost and type of wedding, marriage laws, or wedding and marriage customs.

Relate budget planning to an individual's goals, needs, and life-style.

Analyze the kinds of crises commonly faced by families.

Relate types of family recreation to available community recreational facilities or family life-styles and traditions.

Identify "pre-parent" responsibilities regarding the marital adjustments necessary for parenthood, knowledge of potentiality of inheritable diseases, and capacity to meet needs of infants.

Recognize the importance of family planning.

Identify the characteristics of different methods of birth control, including procedures, cost, effectiveness, direct effects, and side effects.

Analyze the effects of the socio-economic level of the family on parental responsibilities.

Indicate ways of preparing for new family additions.

Identify the various aspects of prenatal or postnatal care of both mother and child.

Taking into consideration baby growth and development, identify techniques for specific aspects of infant care, such as feeding, bathing, dressing, disciplining, and safety.

Recognize or interpret guidelines intended to help a parent develop wholesome relationships with children.

Taking into consideration individual differences and socialization factors such as sex stereo-typing, select appropriate disciplinary or guidance techniques for various children in specified environments.

Considering factors of children's growth, development, and individual differences, identify appropriate ways of providing for any of the following needs: activities and play, social environment, clothing, sleeping habits, and health care.

Identify appropriate methods of recognizing and working with the handicapped child.

Identify appropriate child care services (e.g., counseling, health, welfare, day care, extra-curricular) to meet particular individual or family needs.

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Individual Development

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- Bach and Deutsch. Pairing. New York: Wyden, 1970.
- Bee, Helen. The Developing Child, 3rd ed. New York: Harper and Row Publishers, Inc.
- Bernard. The Future of Motherhood. New York: Penguin, 1974.
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- Troll, et al. Families in Later Years. Belmont: Wadsworth, 1979.
- Webster and Walster. A New Look at Love. Reading: Addison-Wesley, 1978.

II. Clothing Objectives

Identify clothing designs for children, adolescents, and adults of either sex that are appropriate to given social situations.

Identify the psychological effects of various clothing styles (in terms of color, line and design).

Identify the effects of different types of fibers, yarns, and finishes on the appearance, wearability, and durability of fabrics.

Identify the effects of a fabric's construction on its appearance, use, and durability.

Identify information included on clothing labels in terms of the nature of the information, whether it is optional or required by law, and its degree of helpfulness in garment selection.

Relate consumer rights and responsibilities to appropriate courses of action in regard to labeling legislation or cases of false labeling.

Predict effects of fad, fashion, and principles of design on garment selection and buying coordination.

Identify appropriate principles of laundering for various types of fabrics.

Identify proper methods of cleaning, pressing, and storing selected garments.

Identify appropriate methods for specific repairs and alterations.

Identify appropriate methods of stain removal for given types of fabrics and stains.

Specify appropriate use and care of laundry or pressing equipment.

Identify guidelines for the selection of appropriate pressing techniques and the care of pressing equipment.

Identify types of accessories in terms of construction, suitability for individuals, and fads.

Identify guidelines for selection, care, and use of the sewing machine.

Identify guidelines for the selection and correct use of small sewing equipment.

Identify criteria by which patterns should be selected.

Specify appropriate pattern alterations to correct for discrepancies between pattern size and body measurements.

Identify criteria for selecting fabrics for particular uses.

Identify the techniques for proper preparation of individual fabrics.

Identify fabrics appropriate for linings, underlinings, and interfacings.

Identify the uses of different pieces of cutting equipment.

Identify techniques used in the construction of garments.

Evaluate garments according to standards of construction.

Identify reasons why labels and hang tags should indicate fiber content and fabric finish.

Identify the properties necessary for textile products to meet accepted standards of particular trade names, brand names, or seals of approval.

Compare the respective advantages or disadvantages of custom-made garments with store-bought garments in terms of cost, fit, construction standards, and style choice.

Distinguish between impulse buying
and planned buying.

Indicate ways in which consumers can
be alert to, and protect themselves
against, faulty or misleading
advertising.

Recognize characteristics and/or
fabrics that are desirable in
children's clothes.

Recognize styles and/or fabrics
that are currently suitable for
men's fashions.

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Clothing

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- *Carson. How You Look and Dress.
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- Relis and Strauss. Sewing for Fashion Design.
- Shaeffer. The Complete Book of Sewing Short Cuts. Sterling, 1981.
- Simplicity. Simply Tailoring. Niles: Simplicity Pattern Co.
- Simplicity. All About Sewing for Children. Niles: Simplicity Pattern Co.
- Simplicity. New Sewing for Men and Boys. Niles: Simplicity Pattern Co.
- Simplicity. New Simplicity Sewing Book. Niles: Simplicity Pattern Co.
- Sturn and Greiser. Guide to Modern Clothing.
- Vogue. Vogue Sewing Book. New York: Vogue Pattern Company.
- Wyllie, Ethel. Today's Custom Tailoring. Charles A. Bennett Co., Inc., 1979.

III. Nutrition Objectives

Recognize the influences of various cultural factors on the development of food habits, attitudes, or preferences.

Evaluate the effects of snacking at various times of the day.

Analyze the advantages and disadvantages of comparative shopping (e.g., buying in quantity, using conventional or convenience foods, or patronizing different types of food stores).

Interpret information conveyed in unit pricing or dating of products.

Categorize types of food according to the purposes for which they would be selected and used.

Identify the effects of serving size on buying practices.

Identify the factors to consider in selecting fresh fruits and vegetables.

Identify the factors to consider in selecting meats, poultry, fish, eggs, legumes, or nuts.

Identify the factors to consider in selecting grain products or staples.

Identify the types of packaging required for different types of food.

Identify factors affecting the planning and preparation of meals.

Identify rules to apply when planning menus.

Identify procedures to follow for efficiency in meal preparation.

Demonstrate knowledge of preparing foods in the basic food groups.

Identify ways of preparing meals using convenience foods and leftovers.

Indicate suitable menus for various types of entertaining.

Select foods and food preparation techniques that are appropriate for packing lunches.

Identify terminology, abbreviations, and equivalencies used in recipes.

Determine appropriate equipment and techniques for measuring particular types of ingredients.

Indicate the methods of altering recipes in specified ways.

Select work center arrangements that are convenient, efficient, and safe.

Select ways of managing time and energy while accomodating the demands of a given situation.

Identify the principles of safety and sanitation that should be used in the selection, use, and care of large equipment and small electrical appliances.

Identify the principles of safety and sanitation in food storage.

Relate ways of storing equipment to specific equipment features and storage needs.

Identify guidelines for selecting table appointments, table settings, as well as general rules for food table services.

Identify acceptable dining etiquette within and outside the home.

Identify techniques of food preservation and their effects on food nutrient value for given kinds of foods.

Select appropriate diets for infants, young children, elderly people, pregnant women, and individuals with special health problems.

Identify factors affecting the daily needs of the body for calories or nutrients.

Identify the effects of food fads
or fallacies on good nutrition.

Identify ways in which nutritional
labeling can benefit the consumer.

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Nutrition

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- Deutsch, Ronald M. Realities of Nutrition. Palo Alto: Bull Publishing Co., 1976.
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IV. Housing Objectives

Analyze trends in housing as they are affected by the needs and desires of the population.

Analyze the influence of sociological, psychological, and economic factors on choice of housing.

Identify characteristics of the various types of housing.

Identify the factors involved in the selection of a housing location.

Identify the influences of such factors as design, space needs, site, cost and materials on the choice of housing style.

Identify desirable characteristics of floor plans.

Identify desirable safety features in architectural designs.

Identify sources for evaluating the construction, maintenance, or repair of a house.

Identify factors affecting the expenditure for housing, whether it be renting or buying.

Identify factors that determine property taxation or affect the selection of property insurance coverage.

Identify legal aspects of acquiring a house.

Identify available community resources and agencies which will help the house buyer.

Identify the costs of operating a home.

Analyze the design of a room in terms of basic elements of design.

Analyze the relationship of a room's color scheme to its apparent dimensions, its structural characteristics, or the mood it creates.

Evaluate various room arrangements in terms of the efficient and effective use of furniture, architectural features, traffic paths, and focal point.

Analyze a room design in terms of effective use of lighting.

Analyze the effects of furnishings and equipment on energy conservation.

Coordinate furniture styles according to design, scale, proportions, and utility.

Evaluate the construction of home furnishings, considering the materials used and quality of workmanship.

Select appropriate methods and materials for renovating various home furnishings.

Select appropriate methods for refinishing furniture.

Select appropriate floor coverings for a particular situation.

Select window treatments to coordinate with other furnishings, types of windows, or style of home.

Select accessories appropriate for a given setting.

Identify exterior home maintenance needs.

Relate planning and care of grounds to overall beauty of the home.

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Housing

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V. Consumer Education Objectives:

Analyze the ways in which the consumer needs and financial plans of a family are affected by changes in life cycle, marital status, size of family, promotion, or emergencies.

Interpret the influence of personal or family values or goals, in any stage of the life cycle, on financial decisions.

Identify factors important in estimating future income and expenses.

Identify the elements of an efficient record-keeping system.

Recognize individual and family benefits accruing from Social Security.

Identify the types of insurance and amounts of coverage that are most suitable for various situations.

Evaluate the wisdom of a given investment in terms of personal financial condition and the characteristics of the investment (e.g., type, price, potential return, safety, liquidity, and convenience).

Recognize the importance of wills and estate planning as a means of protecting one's estate and heirs.

Relate types of taxes to their purposes and the methods used to collect them.

Identify procedures for establishing, using and protecting credit.

Identify legal obligations that borrower and lender assume upon signing a credit contract.

Relate types of legal documents to the responsibilities they involve for business or consumer.

Compare the services provided by different types of lending institutions.

Relate guidelines such as values, goals, and wants or needs of an individual or a family to the process of planning purchases.

Identify guidelines that will help the consumer shop wisely.

Identify sources and types of consumer information.

Evaluate a product according to its quality standards, warranty, use, care, and cost.

Evaluate advertising according to whether it provides accurate and sufficient information, is realistic, and is appropriate for its intended audience.

Identify agencies and appropriate methods of redress for problems involving a violation of consumer rights.

Identify ways in which management techniques (e.g., organization, decision-making process) can contribute to energy conservation, utilization of time, and utilization of individual competencies in the family.

Identify the personal qualities necessary for people to become employable.

Identify opportunities for careers in child and family services and the preparation needed for these careers.

Identify occupational opportunities and their prerequisites in the field of clothing and textiles.

Identify current occupational opportunities in food services and the personal qualifications or training needed for them.

Identify career opportunities and their prerequisites in the field of housing and home management.

References:

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